

CHAPTER - ONE

INTRODUCTION

1. Introduction

This study is about "Use of Techniques in Teaching Poetry ". It consists of general information about English literature. It describes poetry considering definition of poetry provided by different writers. It also describes different forms of poetry, its importance, place, and criteria for interpreting poetry in English language classroom. Furthermore, it consists of review of related literature, objectives of the study and significance of the study.

1.1 General Background

The origin of the 'literature' is dated back to 14th century Latin word 'litteratura' which was also formed from 'litteratus' that meant 'lettered' and that, in turn, is 'literate' in English. First time the term 'litterature' with meaning of literature was used in French and then it was further used in English. The word 'literature' has different meanings depending upon who is using it and in what context it is used. It could be applied broadly to mean any symbolic record, encompassing everything from images and sculptures to letters. In the narrower sense, the term could mean any text composed of letters. More generally, literature refers to writing in prose or verse, especially those writing that have excellence of form and expressing ideas of permanent or universal interest. It is the expression of human life in terms of truth and beauty. We can take literature as to share our ideas with others and to understand the world, human life and its upheavals.

According to Lazar (1993, p.1), "Literature is a world fantasy, horror, feelings, visions put into words". Literature is a successful medium to express human emotion: sadness, happiness, pleasure, pain, love, hate, fear and anger such human emotions in literature are expressed artistically through language.

According to Collie and Slater (1987, p.3) "Literature offers a bountiful and extremely varied body of written material which is important in the sense that it says something about fundamental human issues, and which is enduring rather than ephemera". Literature is the result of creative faculty of human mind. Literary creation arises out of a common human impulse to share such feelings and experience with others.

In simple words, literature is a body of verbal works, written or oral, related by subject matter or place of origin or by dominant cultural standards. It includes a body of fiction that is recognized as having permanent aesthetic value. From a layman to a philosopher, from a sociologist to a psychologist, from a language teacher to a syllabus designer, people of different professions are equally attracted and benefited with literature.

1.1.1 Relationship between Language and Literature

Language is a means of communication; literature can be the content being communicated. Language a set of gesture and words and phrases with meaning behind them, and literature is the manipulation and use of those gestures and words and phrases. In the literature, language is meticulously crafted, not just to inform a reader but to persuade him, to play and poke at his mind. In theory, with the right rhetorical devices, we can write one thing but make a reader something else. For example, if we keep saying something over and over again, your reader might believe it at first, but with continued repetition he may start to wonder who the writer is really trying to convince. So, we can say something but say it in such a way to make the reader doubt. Literature is a lot more complicated than language being used. So, language and Literature are the inseparable entities like the two sides of a coin. They form the same coin. Literature has the use of language, wherever literature exists there is language. The development of awareness of English language in use is crucial to an adequate teaching of literature in a foreign language, and that study should also

enhance awareness of language functions. So, Language has become a must to literature and conversely literature is a vehicle for teaching language. Hence language can be an end and literature a means. As language can best be developed through literature, it should be integrated in language learning.

1.1.2 Poetry: A Genre of Literature

Literature is a full-fledged discipline of language. It is complete in itself with its many genres. Literature, specially, displays its two forms: prose and poetry. The genres of literature are: poetry, story, drama, essay, novel etc. where poetry is one of them; which can be described as follows.

Poetry is art of language. It is essentially a game with artificial rules and it takes two - a writer and a reader to play. Poetry is based on the creativity and imaginative power of mind. In this connection, Schools et al (1997, p 525) says "Poetry exercises a valuable though perhaps unsound side of mind: imagination."

Poetry is one of the genres of literature because it is a great source of pleasure. It is a piece of creative writing composed in verse as well as in non-verse.

Emotions and imaginations are the essential qualities of poetry which reflect excitement, moral lesson, knowledge and share experiences to readers. It is taken as a form of art where one can find aesthetic pleasure and knowledge expressed in beautiful language, thought, form, emotion and rhythm. Poetry has been defined in a number of ways.

Wordsworth calls poetry as "the spontaneous overflow of powerful feelings ... recollected in tranquility" (as quoted in Kennedy, 1983, p.424).

Poetry means literature in its most sense, most imaginative and most rhythmic forms. It differs from other genres of literature most basically in being writing in lines of arbitrary length instead of in paragraphs. Poetry employs the figurative

and connotative use of language. Different sorts of speech can be found in the language of poetry. It provides an entertainment and instruction to the reader which seeks meditation. So, these are the predominant characteristics of poetry. There are different forms of poetry such as epic, lyric, odd, elegy, sonnet, pastoral etc. poetry typically relies on words and expressions that have several layers of meaning.

1.1.3 Forms of Poetry

There are different forms of poetry according to their nature. The following are the most common forms of poetry which can be described as follows;

1.1.3.1 The Epic

Abram (2005, p.81) defines novel as, "a long verse narrative on a serious subject told in a formal and elevated style , and centered on a heroic or quasi-divine figure on whose actions depend the fate of the tribe , a nation, or a human race". The epic hero is larger than life, having super human strength, character, or intellect.

1.1.3.2 The Lyric

Lyric is usually short, personal poem, originally one mean to be song, and expressing directly the poet's emotions, thoughts and feelings rather than telling a story. In the words of Abram (2005, p. 153), "any fairly short poem, uttered by a single speaker, who expresses a state of mind or a process of perception, thought and feelings".

1.1.3.3 The Elegy

An elegy is a long formal poem of sorrow and mourning for the death of a particular person. In this connection, Abram (2005, p.77) defines elegy as "a formal and sustained lament in verse for the death of a particular, usually ending

in a consolation". An elegy expresses the song of death, mourning and separation of lover and beloved. It expresses painful experiences and nostalgic feelings.

1.1.3.4 The Ballad

A ballad is a song or poem that tells a story, usually meant to be sung. Its original meaning was dancing song. Ballads typically tell stories of unhappy love affairs, domestic tragedies, especially family feuds or murders, popular outlaws and rebels. It is transmitted orally from generation to generation. To quote Kennedy (1983, p. 505) "anonymous story transmitted orally before they were ever written down".

1.1.3.5 The Ode

An ode is a dignified song of praise. It expresses noble feelings, often written to a person or thing or celebrating some special events. Abram (2005, p. 206) defines odes "a serious in subject and treatment, elevated in style, and elaborate in its stanzaic structure".

1.1.3.6 The Sonnet

A sonnet is fourteen-line lyric poem; a sonnet usually is in iambic pentameter with considerable variation in rhyming scheme. There are two major forms of Sonnet. They are;

- i) Petrarchan sonnet or Italian Sonnet
- ii) English Sonnet

The word 'sonnet' is derived from the Italian word sonnet which literally means a 'little sound' or 'song'.

The Petrarchan sonnet comprises two main parts namely an octave (an eight-line stanza) followed by a sestet (a six-line stanza). The octave rhyme (abbaabba)

and the sestet rhymes (cdecde) or (cdcdcd) or in any combination except a couplet.

The English sonnet has three quatrains (ababb, cdcd, efef) followed by a couplet (ee) . English sonnets are also called as Shakespearean sonnet. Shakespeare wrote a series of 154 sonnets, in which he developed the Shakespearian sonnet as a new poetic form.

1.1.3.7 Romance

Romance is a form of poetry that focuses on humor and entertainment. It is verse narrative which was popular in the Middle Age (5th Century to 15th Century). A romance is mainly about legendary, supernatural or amorous subject and characters.

The romance and the epics are similar forms, but epics tend to be longer and less concerned with country love.

While comparing a romance with an epic Abrams (1994) writes "The romance is distinguished from the epic in that it represents not a heroic age of tribal wars, but a courtly and chivalric age, often one of highly developed manners and civility; its standard plot is one of quest and adventure, undertaken by single Knight, it introduces a heroine and frequently its central interest is courtly love, together with tournaments fought and dragons and monsters slain for a damsel's shake (p. 22).

1.1.3.8 Narrative Verse

A narrative verse is a poem that tells a story. Ballad, epic and material romance belong to this category of literary genre. The narrative exists in the all literatures. However, Cuddon (1991) argues that there are a very large number of narrative poems which do not fit only of the above categories.

1.1.4 The Place of Poetry in English Language Classroom

English language teaching has been through a series of historical phase and so have teacher who try to apply in the classrooms the methodological principles that are promoted by linguists, researchers and material writers.

From the 1950s to early 1980s English language teaching was dominated by discourse that advanced very pragmatic approaches to language, where communicative competence and specific practical and functional purposes were the main concerns. Approaches focused on using language, in social situations and syllabuses were designed along 'functional/notional lines' (Brumfit, 1995 p.6).

There was little space for creativity and literature, in such language teaching context. In the last decades of the twentieth century and beginning of the twenty first things began to change and literature started to be considered as a potential source for language development, perhaps even because teachers on the ground always suspected that there was something wrong in neglecting such a rich source of language in put (Lima 2005, p. 110). According to Lazar (Reprint 2009 p. 96)

We commonly use many techniques such as reorganizing syntax, invents it own vocabulary, jumbling text and so on, can equally be used when teaching poetry. But poetry does have some fairly distinctive features which differentiate it from other forms of discourse it is useful to identify these features because by doing so we might be able to help our students grapple with certain problems they may encounter when regarding poetry.

1.1.5. Importance of Teaching Poetry in the Language Classroom

Poetry is creative art of language. Ideas and feeling are expressed beautifully in poetry. It is highly interested genre of literature among students of school level. As we know teaching poetry is not easy Job. Many teachers feel difficulties while teaching poetry. "Poetry has been characterized as deviating from the norms of language" (Widdowson, 1984, p.146).

It has been argued that poetry frequently breaks the 'rules' of language, but by so doing it communicates with us in a fresh, original way. For the language teacher, this poses two questions, Firstly in order to make sense of what is a new, original use of language the student needs some familiarity with the norms or rules from which this use deviates. Teachers may feel that the knowledge of norms or 'correct' language is not yet sufficiently well established by students for them to appreciate when the norms are being stretched. Secondly, teachers might worry that exposing students to more creative uses of language could, in fact , legitimize the uses of deviant or incorrect language in the classroom (as cited in Lazar Reprint 2009, p. 99-100)

In our technological age of "sound bites" and short attention spans, the brevity and compression of poetry are especially appealing to students. Students are showing more enthusiasm and interest in learning poetry. According to Lazar, (Reprint 2009, p. 100-101), there are some important implications of teaching poetry in the language classroom. They are:

- It is pedagogically useful and necessary to provide students with idealized language rules.

- It is basis for expanding the students' awareness and interpretative abilities.
- It helps to reach some kind of conclusion about the stylistic effect conveyed by the language and hence the meaning of poem.
- It can be adapted to achieve different communicative purposes.
- Using poetry is not as an activity done for its own sake, but as a way of improving by sensitizing students to different uses of register.
- To comment on the way in which coinages contribute to the overall meaning of poetry.
- It organizes syntax invents its own vocabulary, freely mixes registers and creates its own punctuation.

1.1.6 Strategies of Teaching Poetry

The strategies that are normally exploited to teach poetry at one level are not suitable for the learners of other level. According Lazar (1993), "Teachers need to ensure that they choose poem suitable graded to level of the students and that the students are given as much help as possible in understanding the language of the poem".

Although there are a number of ways with which we can teach poem in the classroom. According to Lazar (1993, pp. 129-30) suggest to use the following strategies for teaching poem at school level;

- Providing examples
- Giving the students guess work for what you are doing
- Asking the students to match some given definitions with pictures and words.
- Giving the students task for matching pictures with the words given.

He further gives the following activities and tasks for teaching poetry:

I. Pre-reading activities

II. While - reading activities

III. Post - reading activities

I. Pre-reading activities

The main purpose of this stage is to make the students ready to perform task

- Motivation / warming up
- Brief introduction of poet
- Description of the title
- Description of pictures related to the poem
- Providing some background information
- Introduction of a rhyming pattern

II. While- reading activities

- Writing a few question on the board
- Asking students for reading poem and finding out answer of these questions
- Reading the poem by teacher with accurate pronunciation/rhyme and asking students to follow
- Reading poem verse by teacher and explaining the meaning
- Summing up the lesson

III. Post-reading activities

- Reading poem loudly by the teacher with good tune
- Asking some question to the students and providing feedback
- Giving different kind of exercise

1.1.7 Criteria for Interpreting Poetry

A criterion is a factor on which we judge or decide something. A criterion for something provides us appropriate use of it with particular group of people or learners. It also helps us to focus more specifically on how to select something or any text and materials which are suitable for use with students and learners. Literature, by nature, makes use of advanced language. Literature has the use of its own special diction, different sentences structure to create effectiveness. The language of poetry is different from other genre of poetry. The components such as figures of speech, prosodic feature, imagery and allusion make the poetry different from prose. They provide criteria for interpretation of poetry. Poetry carries some special effects in language to achieve special effects or meaning in language. Expressions, such as metaphors, similes, personifications, etc. are the figures of speech. It helps to decorate the literary text and make it rhetorical.

Prosody is the art of versification. It is an art that makes poetry different from prose. The device such as rhymes, rhythm, meter, foot creates poetic style. The repetition of same vowel sound in the final words of two lines in verse simply represents the rhyme. It creates the poetic effects in any expression. According to Ferguson (1996, p.2), "Poetry is the most compressed form of languages and rhythm is an essential component of language". Rhythm is pattern flow of sound in poetry, whereas meter is the formal rhythm in lines of verse. The rhythm is quite complex since it is not seen but is felt by readers. There are mainly two types of rhythm; regular and irregular rhythm.

Imagery is the use of images (sensory details) in poetry. It is used as vehicles of metaphors and smiles. Similarly, when we take the references from the ancient time, simply it becomes an allusion. So, we can say that, these components of poetry can be criteria for interpretation of teaching poetry.

According to Lazar (Reprint 2009 P.52),

It is probably fairly self-evident what is meant by criteria such as the age of students, their emotional and intellectual maturity and their interests and hobbies. The only difficulty when applying these categories to a whole class is that individual students within a group may vary considerably in their maturity and interests. Obviously, when selecting materials you will need to try to find texts that are suitable for majority of students in the class. We may find, however, that consideration of criteria involving the student's cultural background, linguistic proficiency and literary background is more complicated.

He further recommended following criteria for helping students towards and interpretation of the poem.

- i. Students are given a series of statements about the possible underlying meaning of the poem, and they decide which ones are true or false.
- ii. Students are given two or three brief interpretation of a poem (possibly from critics) and they decide which they think is the most plausible or appropriate.
- iii. If a poem is written in rather archaic language, students are asked to compare those two versions of it in modern English which version best captures the meaning and tone of the poem.
- iv. Very advanced students can be asked to compare a poem with two different translations if it in their own language, which translation is the most satisfactory?
- v. Students imagine they are filming the poem. They have to decide what visual image they would provide for each line or verse of the poem as it is recited.

- vi. Students practice reading the poem aloud and decide what mime or gestures would accompany a choral reading. (p. 130-131)

To conclude, we have to interpret poetry on the basis of different criteria, mentioning student's culture background, linguistic proficiency, and literary background, different components of poetry such as figures of speech, prosodic feature, etc.

1.2 Review of Related Literature

This section provides information of previous research work and other related literature. Kumar (2007) goes on saying "the literature review is an integral part of the entire research process and makes valuable contribution to almost every operational step" (p. 30). He further adds "it has value even before the first step that is when you are merely thinking about the research question that you may want to find answer to through research journey" (Ibid. 30). A number of research studies related to poetry have been carried out and some of them are as follows.

Gywali (2004) conducted a research study on "A Study on Teaching Poetry at School Level". The objective of this study was to explore the strategies and problems of teaching poetry in secondary level. He used class observation form and open-ended questions for teachers as tools for data collection. He came up with a conclusion that the majority of teachers were not acquainted with the learning strategies which creates a lot of problem in teaching poetry.

Bhetuwal (2006) carried out a research on "A Study on Lexical Cohesion in the poems of Teaching English Literature Taught in B. Ed. 3rd year." The main aim of his study was to find out and analyze lexical cohesion as used in the poems. He collected data from class observation form. He found that the existence of reiteration was more than that of collocation.

Timilina (2007) carried out a research on "A Study on Teaching Poetry in Higher Secondary Level." The objectives of the study were to analyze the strategies and complexities of teaching poetry in higher secondary level. He collected the field information using two data gathering instruments: open-ended questions and close-ended questions. He concluded that teaching learning process was completely teachers centered.

Adhikari (2008) carried out a research study on "Techniques used in Teaching Poetry." The objectives of this study was to find out the techniques in teaching poetry in grade XII and to compare the teaching techniques used in urban and rural areas. He used only class observation form as tools for data collection. He concluded that the urban area teachers used both teacher centered and student centered techniques whereas teachers of rural areas only used teacher centered techniques.

Many researchers have done research on different genres of literature; among these researches, a few amount of research works are carried on the poetry under the Department of English Education. Apart from these, I am very glad and enthusiastic in term of my research work, which I am carrying out, is totally new in department of English education the named, as "Use of Techniques in Teaching Poetry".

1.3 Objective of Study

This study has the following objectives:

- To find out uses of different techniques in teaching poetry at higher secondary level.
- To suggest some pedagogical implications.

1.4 Significance of the Study

Poetry is a collection of different sorts of poems. Like in other genres of literature, there are some essential elements such as similes, symbol, sound, etc, in poetry. It is different from other genres, simply because of the fact that the language used in poetry is quite figurative. There are different forms of poetry, like free verse, ballad, sonnet and so on. When reading poems, we have to deal with different criteria of it. So far, as some research works are carried out in the field of literature in the Department of English Education, no research is done on the title "Use of Techniques in Teaching Poetry" till now. This study will provide information about use of techniques in higher secondary level of Nepal. The finding of study will be fruitful for English language teachers, curriculum designers, textbook writers, besides who are interested in the field of ELT and literature teaching can also derive information from this study.

CHAPTER -TWO

METHODOLOGY

2. Methodology

To achieve the objective of study, I adopted the following methodology.

2.1 Source of Data

In this research, I used mainly the primary sources of data. However, secondary sources were also used.

2.1.1 Primary Sources of Data

The primary sources of data were the English teachers' class observation.

2.1.2 Secondary Sources of Data

The Secondary Sources of data were the related books, textbooks, journals, and reference materials, course of study, talk to the senior and colleagues, and suggestion of thesis guidance team. Some of the secondary sources were Abrams (2001), Brumfit and Carter (1986), Scholes (1997), Collie and Slater (1987), Lazar (1993), Kumar (2006).

2.2 Population of the Study

The population of the study was 40 English language teachers class.

2.3 Sampling Procedure

I selected different 40 English teachers' classes as a sample by using purposive non-random sampling procedure.

2.4 Tool for Data collection

I used class observation form as the basic tool for data collection.

2.5 Process of Data Collection

After preparing class observation form, I observed different 40 classes of English teachers as a sample size, to elicit information necessary to fulfill the objectives. Finally, I analyzed the data on the basis of class observation form.

2.6 Limitations of the Study

The proposed study had the following limitations.

- i. The study was limited to higher secondary level's English teachers of Kanchanpur district.
- ii. The sample size was different 40 English teachers' class, 20 from Grade IX and 20 from grade xii.
- iii. The study was limited to find out uses of the different techniques at higher secondary level.
- iv. Class observation form was used as tool for primary data collection.
- v. The study was mainly concerned with the uses of different techniques in teaching poetry.

CHAPTER - THREE

ANALYSIS AND INTERPRETATION

This chapter presents analysis of data collected from different sources. This chapter broadly consists of information about the uses of different techniques in teaching poetry. I have observed 40 English teachers' classes to interpret the data by using class observation forms. I have used descriptive approach to interpret the data. Besides, statistical tools like percentage, table and bar diagram have been used to analyze and interpret the data. The data are interpreted under the following headings:

3.1 Use of Photo/Picture

This part of study deals with the uses of photo or pictures by teachers especially in teaching poetry. Poetry mainly considers picture of either author or of its subject matter. Pictures or photos in poem deliver clear image of poem. This criterion of poetry is obligatory in the poems. The following table presents the uses of photo or pictures to interpret the poems by teachers.

Table No.1

Use of Photo/Picture

S.N.	Criteria	Yes		No	
		No. of teacher	%	No. of teacher	%
1.	Use of photo/picture	11	27.5	29	72.5
	a) Photo/picture of author	5	12.5	-	-
	b) Photo/picture of subject matter	6	14.5	-	-

The above table shows that only 27.5% teachers were considering and discussing pictures or photos from poems. Out of 27.5%, 12.5% teachers considered photos

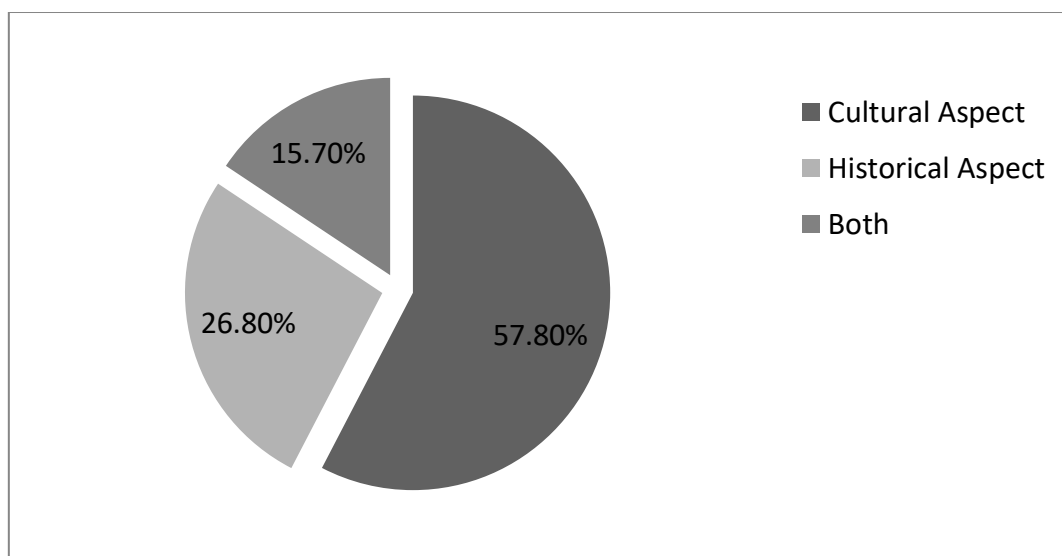
of author. Similarly 14.9% teacher considered pictures of subject matter to display the conceptual meaning of the poem. Therefore, it was found that, maximum number of teachers was not considering pictures/ photos in teaching poetry. Furthermore, when interpreting data it was found that 72.5% teachers were not considering these criteria of poetry in their teaching activities. This criterion of poetry was found highly neglected by teachers in this study.

3.2 Use of Cultural and Historical Information

This part of study deals with the uses of cultural and historical information used by teachers mainly to see whether it has any historical/cultural linkage. Poems are medium for raising the social issues, context, human behavior etc. Cultural and historical aspects of poetry are also important part of poems. No literary work is composed in vacuum. They are related to either cultural or historical aspect of society. The following table presents the uses of cultural and information in the poems by teachers in teaching poetry.

Figure No. 1

Historical and Cultural Information



It was found that 57.80% teachers were giving any cultural aspect of different poems related to country and society as their background information. Similarly,

26.8 % teachers were found providing only historical information relating poetry to the historical aspect. For example the poem, 'Lunatic', composed by Laxmi Prasad Devkota is related to time of Rana reign. So, it is attached to the time of Rana reign which is the historical aspect of this poem. Apart from this, 15.79 % teachers were found presenting both historical and cultural information of poems to the learners. The poem, 'The Second Coming', composed by William Butler Yeats, describes belief of Christian people and history of Jesus Christ's birth. Furthermore, the poem, 'At the temple', composed by Prakash Subedi, is related to the cultural aspect of society. It describes cultural aspect of Hindu doctrine, which considers religion to be as similar as to give and take.

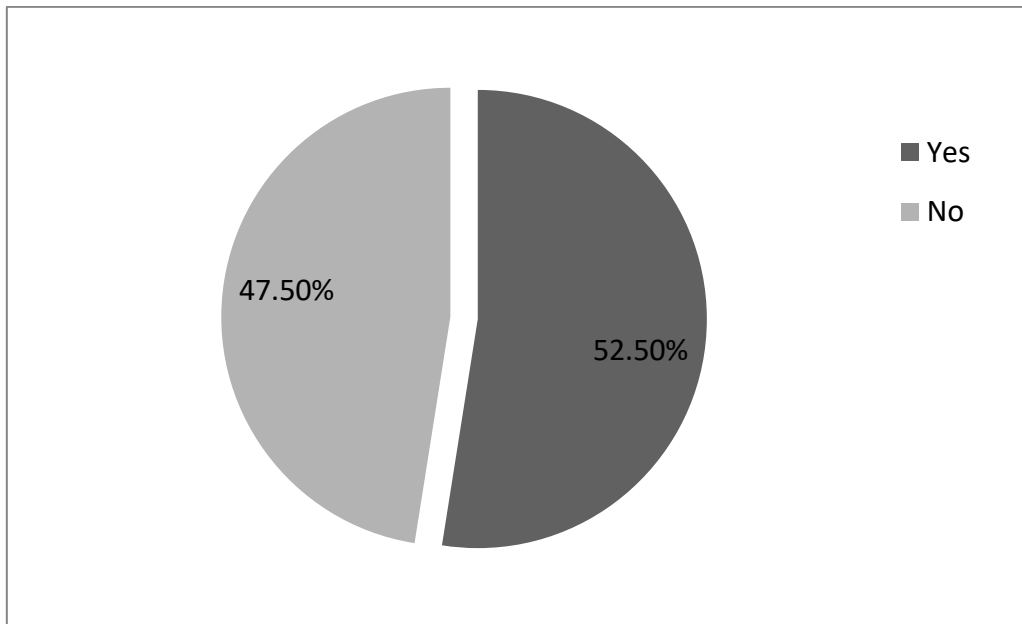
So, it was found that maximum numbers of teachers were relating their subject matters to cultural/historical aspects of poems 47.5% teachers were found relating their subject matter to the cultural or historical aspect. But 52.5% teachers were found addressing love, romance, humor and nature.

3.3 Analysis of Personal Reaction to the Theme of Poem

Personal reaction to the theme of poem is related to giving view to the theme or subject matter of poetry. While doing so, teacher provides his/her personal reaction to the theme of poem. This is for the preparation for reading poem.

Figure No. 2

Personal Reaction to the Theme of Poem



When analyzing data, it was found that 52.5% teachers were providing their personal reaction to the theme of poem at the beginning. Personal reaction to the theme of poem provides some general guidelines about the message of poem. It is an important criterion which was not provided by 47.5% teachers in pre teaching phase. So, it was found that this part of poetry was neglected by maximum teachers.

3.4 Information about Author

This part of study describes about uses of authors' information by teachers during the teaching poetry. It is for providing general information about authors' such as their date of birth and death, about their life style and other literary works. This aspect of poems is very essential because it works as background information for learners before dealing with poems. I have mainly found following criteria for the discussion of author. The following table depicts information statistically about author.

Table No. 4

Information about Author

S.N.	Criteria	Yes		No	
		No. of teachers'	%	No. of teachers'	%
3.	Information about Author	33	82.5	7	-
	a) Date of birth/death	25	75	3	-
	b) About author's life	5	15	2	-
	c) Other works	3	9	2	-

When analyzing data, it was found that 82.5% teachers were found presenting information about author. Information about author in poem mainly focused in author's date of birth and death. After that, there is brief information about their memorable or most appreciable work and genre they practiced more frequently. It was found that only 17.5% teachers were not providing information about author but large number of teacher were considering this criterion of teaching poetry. Apart from this, 75% teachers were discussing about author with their date of birth and death. Only 15% teachers were found providing information about authors' life and 9% teachers were found giving information about other works of author's.

So, it was found that author's information was mainly restricted to date of birth and death of author'. Other information of authors' was not found provided by teachers widely.

3.5 Analysis of Unusual Language

This part of study interprets the uses of different strategies dealing with unusual language by teachers in teaching poetry. Poetry is totally different from other genre of literature because it frequently breaks the rule of language. It has its own rule and regulation. When interpreting poetry from this perspective, it was

found that different strategies were being used to deal with it. When going to deal with unusual language, following works were provided to students for dealing with unusual language.

Table No. 5

Dealing with Unusual Language

S.N.	Criteria	Yes		No	
		No. of teachers'	%	No. of teachers'	%
1.	Unusual Language (Linguistic Proficiency)				
	a) Checking word in the dictionary	10	25	30	75
	b) Correcting unusual sentences	30	75	10	25
	c) Sentence completion	4	10	36	90
	d) Ordering the sentence in the correct sequences	12	30	28	70
	e) Fill the gaps	2	5	38	95

The above table shows that 25% teachers were found dealing with dictionary for unusual language used in the poems, but 75% teachers' were not found dealing with dictionary i.e. there was no any idea about checking the word in the dictionary. Similarly, 75% teachers were considering this strategy of correcting unusual sentences. But 25% teachers were not found dealing with correcting unusual sentences.

Sentence completion is another strategy for teaching poems. When dealing with unusual language of poems. It was found that only 10% teachers were presenting sentence completion work for dealing with unusual language of poems. Only 10% teachers were found considering this strategy for dealing with unusual

language for developing linguistic proficiency. Furthermore, 30% teachers were found considering work of ordering sentences in the correct sequences. Other 70% teachers were not dealing with this strategy of teaching poetry. When observing class of teaching poetry, it was found that sentence ordering for developing linguistic proficiency was not practiced sufficiently.

Another strategy for dealing with unusual language is 'Fill the Gap,' which was rarely found while analyzing the data. It was found that only 5% teachers were covering this strategy to deal with unusual language of poem.

In conclusion, it was found that checking dictionary for meaning and correcting unusual sentences were highly practiced with 75% and 67.5% respectively and were also appreciated in poems. But other strategy to deal with unusual language of poem was not practiced enough.

3.6 Use of Words, Phrases and Grammatical Constructions

This part of thesis interprets the uses words, phrases, and grammatical constructions to develop vocabulary while teaching poetry. Poetry uses the least number of words to accomplish its task; each word is important and must be chosen as the exact word.

In this section, I have interpreted different part of language of poetry which is used to enrich learner linguistic proficiency. When reading or dealing with poetry one has to face some new words, phrases throughout poetry. Similarly, it may provide guidance for grammatical construction. Before analyzing this strategy of poetry, I have presented table to explicit information from it.

Table No. 6

Uses of Words, Phrase and Grammatical Construction

S. N.	Criteria	Yes	No
--------------	-----------------	------------	-----------

	Analysis	No. of teachers	%	No. of teachers	%
	a) Words	10	25	30	75
	b) Phrases	30	75	10	25
	c) Grammatical construction	-	-	-	-

Above table shows that 25% teachers were found discussing words of poems, whereas 75% of teachers were not found using word analysis in teaching poetry. But 75% of teachers were found using phrase analysis dealing with language of poems to enrich vocabulary of learners. The words of poems were interpreted with the help of glossary; the new and unfamiliar words were illustrated with the help of it and with group discussion.

Phrases were interpreted with its symbolic meaning, i.e. the phrase 'joy in my feet' is symbolic, in the sense that poet expresses that happiness of human lies in his own feet. The meaning of the word in poetry is also interpreted symbolically. For example the word 'Going' symbolizes that the time of person is over in the earth, so he has to go to the heaven.

The above table depicts information that there was no any grammatical construction work practiced by any teacher while observing the class. So, it was found that 75% teachers were interpreting phrases and 25% teachers were interpreting words. But there was not any grammatical construction analysis work practiced by any teachers during teaching poems.

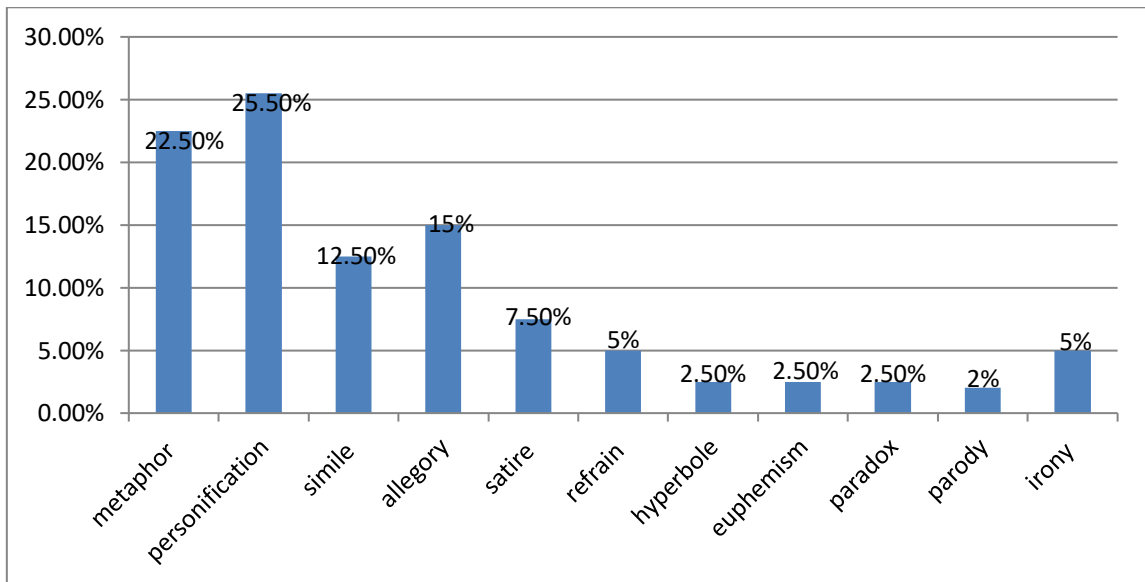
3.7 Use of Figurative Meanings

This part of study interprets the uses of figurative meaning of poems in teaching poetry. There are different types of figurative meaning which decorates the literary text and makes it rhetorical. In this section, I have listed different types

of figurative meaning of poem, which I found during this study. The following bar- diagram provides information about figurative meaning in percentages.

Figure No. 3

Figurative Meanings



The above graph depicts the figure of speech used in poetry. When observing class of teaching poetry, it was found that different figurative meanings were used in those poems. When analyzing data on the basis of these criteria, it was found that personified poems were highly practiced and used in comparison to others. It was also found that 25.5% teachers were teaching this figurative meaning. The poem 'Piano', composed by D. H. Lawrence, is an example of personification. After that metaphorical poems were used more frequently. It was found that 22.5% teachers were teaching metaphorical meaning. The poem 'Father and Son', Steven Cats is an example of metaphorical poem. Furthermore, it was found that the figurative meaning of poetry was usually depicted in the theme. It was found that metaphoric lines or stanza were occurring independently in poems. It was found that personification and metaphor were leading figurative meaning of speech found in teaching poetry.

It was also found that 12.5% teachers were teaching similes. There were 6 allegoric poems, expressing sorrow and mourning. It was found that 7% poems were satirical. Similarly, refrain poem and other figurative meanings such as hyperbole, euphemism, parody, paradox and irony were also found.

In comparison to other figurative meaning of poem, personification and metaphoric features were widely used. Teachers were teaching those figures of speech by noting down them in blackboard.

3.8 Use of Rhythmic Features

This part of study interprets the uses of rhythmic features of poetry. The uses of rhythmic features are presented in this section of study. It is rhythmic feature which makes poetry melodious and different from other genre of literature. To analyze its uses in poems, I have presented following statistical data.

Table No. 7

Use of Rhythmic Features

S. N.	Criteria	Yes		No	
		No. of poems	%	No. of poems	%
1	Rhythmic features				
	a) Rhyme	12	30	28	70
	b) Rhythm	5	12.5	35	87.5
	c) Meter	6	15	15	85
	d) Others (free verse)	17	42.5	42.5	87.5

The table shows that maximum numbers of poem were found written in free verse. It was found that 42.5% poems were written in free verse. It was found that maximum numbers teachers were found teaching free verse. After free verse pattern, 30% teachers were teaching different rhyming schemes. Poetry is taken as genre of rhyming scheme but 70% of poems were without rhyme scheme.

Similarly, 15% teachers were found teaching metric poems and 12.5% teachers were found teaching rhythmic patterns. Mostly rhythmic patterns were highly found in religious poems. Metric poems are composed with metrical foot and the number of feet pair line. The sonnets composed by Shakespeare are example of metric poem which are composed in 14 line stanza which is called iambic pentameter.

So, it was found that maximum numbers of teachers were teaching free verse poems in comparison to others.

3.9 Use of Critical Review

This part of thesis interprets the uses of critical review by teachers while teaching poetry. Poems are medium of expressing different issues of people, family, society, country, etc. During class observation, I also have noted the review of the poems. The following table depicts brief view about issues carried out by poems which were taught by teachers in teaching poetry.

Table No. 9

Use of Critical Review

S.N.	Criteria	No. of Poems	%
5.	Critical Review		

a)	Love and friendship	8	17.5
b)	Human condition	5	12.5
c)	Family relationship	2	5
d)	Feministic issue	5	12.5
e)	Life and death	4	22.5
f)	Spiritual and religious	6	15
g)	Cross - culture	1	2.5
h)	Humor - satire	5	12.5
i)	Revolutionary	1	2.5
j)	War- violence	1	2.5
k)	Time (generation gap)	2	5

Giving review or central idea of the poems after teaching, it is an unavoidable part for teacher. It is because providing critical review helps students apprehends the text clearly. In this study 80% teachers were found providing critical review of the poems whereas 20% teachers did so sometimes.

So, it was found that maximum teachers were usually providing the critical review of poems in teaching poetry.

3.10 Discussion on Theme of Poem

This part of analysis interprets the uses of discussion work in teaching poetry. This part of study is related to the students' work which is provided in poetry for them to discuss. This is important part of study, from which students derive theme of poem from their own discussion and involvement. The work of discussion on theme of poems can be stated as follows:

Table No. 10

Discussion on Theme of Poem

S. N.	Criteria	Yes		No	
		No. of poem	%	No. of poem	%
	Discussion on theme of poem				
a)	Pair discussion	20	50	20	50
b)	Group discussion	30	75	10	25
c)	Pair/group discussion	10	25	30	75
d)	No discussion	6	15	34	85

The above table shows that 75% teachers were found considering group discussion work for students in particular, but only 50% teachers were found providing pair discussion works for learners'. Apart from this, when analyzing data from this criterion, it was found that 25% teachers were involving students' in both pair and discussion work while teaching poetry.

When analyzing these data, further it was found that 15% teachers were not providing any discussion works for students. Similarly, it was found that there was not any debatable work for group or pair in poems to discuss or debate. But when analyzing closely, I have founded that some teachers were involving learners' in debatable works which was placed under the topic of group discussion but it was not openly titled as debate for student. More specifically debatable works were limited to metaphorical phrases or sentences. So, it was found that group discussion works were found highly preferable for teachers when teaching poetry than pair discussion. Debatable works were not given space by maximum teachers.

3.11 Use of Different Critical Comments

This part of study interprets the uses of different critical comments committed on literary work of poetry. In different critical comments, learners came to know about thought of other persons who are working in the related field. To make it clear, I have presented following table which displays some statistical information about different critical comments.

Table No. 11

Use of Different Critical Comments

S. N.	Criteria	Yes		No	
		No.	%	No.	%
1	Different Critical Comments				
	a) Author	10	25	30	75
	b) Theme	40	100	-	-

When interpreting poetry on the basis of different critical comments, it was found that only 25% teachers were considering different critical comments, which were related to author. For example, in the words of the critic Michael Valdez Moses, the poet W. B. Yeats, is classical, liberal, conservative, nationalist and millenarian nihilist. The poet Robert Frost was commented as rural life writer.

When interpreting poems further, I was unable to find any critical comments related to the theme of any poem particular. So, it was found that only 25% teachers were considering critical comments from other related figure of literature, related to author but not about theme of poem in teaching poetry.

3.12 Role of Teacher and Students

This part of study interprets the role of teachers and student in teaching poetry. The following table depicts some statistical information about role of teacher and students and their involvement in teaching and learning poetry.

Table No. 12

Role of Teachers and Students

S.N.	Criteria	Yes		No	
		No.	%	No.	%
1	Participation				
a)	Students participation	6	15	34	85
b)	Teachers participation	28	70	12	30
c)	Both	8	20	32	80

Above table depicts the information about participation of teacher and students in teaching poetry. When analyzing data, it was found that 70% teachers were found involving themselves in teaching poetry. But only 20% teachers were found involving their students actively in teaching poetry. Similarly, 10% teachers were found involving students in teaching poetry sometimes.

So, above analysis shows that role of teacher was more active than students. They were not actively involved in teaching and learning work of poetry.

CHAPTER - FOUR

FINDINGS AND RECOMMENDATIONS

This chapter includes the major findings of the research based on analysis and interpretation of the data. It also includes some recommendations for pedagogical implications derived on the basis of the findings of the study.

4.1 Findings

The following findings have been derived regarding the interpretation of poem.

- a) It was found that 27.5% teachers provided pictures and photos for discussion for students.
- b) It was found that 52.5% teachers provided cultural and historical information for students. Out of 52.5% of teachers, 24% teachers include cultural information and 28.5% teacher presented historical information.
- c) There were 82.5% teachers who provide the information about author.
- d) It was found that 52.5% teachers considered personal reaction to the theme of poem for students.
- e) It was found that for dealing with unusual language of poem, checking dictionary and correcting unusual sentence of poems were practiced widely.
- f) It was found that 25.5% poems were carrying personification as figure of speech and 22.5% poems were carrying metaphorical meaning. Poems consisting simile and allegoric meaning were practiced averagely in comparison to others.
- g) It was found that 75% teachers were involving students in phrase analysis work and rest of 25% teachers was students in word analysis works.
- h) It was found that 42.5% teachers were teaching free verse poems and 30% teachers were teaching poetry in rhyme scheme.
- i) It was found that 80% teachers were provided critical review of poems. But, remaining teachers were found not providing critical review of the poems.
- j) It was found that 45% teachers involves students in group discussions But 7.5% teachers were involving them in pair discussion works.

- k) Nearly, 20% teachers were providing space for students to work actively in classroom work whereas teacher participation was 70% in classroom activity.

4.2 Recommendations for Pedagogical Implications

On the basis of findings obtained from the analysis of the collected data, some recommendations for pedagogical implications are listed below:

- a) When teaching poetry teachers should give priority to the discussion of photo or picture from which learner can get visual image of subject matter poetry always, is in itself an authentic materials.
- b) Learner should be familiar with historical and cultural aspects of poem and he/she should be provided information about author and his/her important work.
- c) Poetry is of formative device, so learner should be introduced with such formative devices. They should know different figurative meaning of poetry and its rhythmic feature, which make poetry unique and special.
- d) When teaching poetry, teachers should provide information about author from which learners can get background about author and poems.
- e) When writing critical review of poetry, teachers should address the issue carried by the particular poems from which learners come to about different issues of society through the medium of poetry .
- f) In the process of preparing syllabus, the syllabus designer should focus on every aspect of poems equally for teaching and learning poetry.
- g) For developing linguistic proficiency of learner, there should be enough strategies for dealing with unusual language of poems.
- h) The role of students should be active and teacher needs to confirm their participation sufficiently.

- i) The teacher always has to motivate the learner for learning and understanding poetry. For understanding the poetry, learner should and be familiarized with different criteria of poetry sufficiently.
- j) After interpreting poetry from different criteria of evaluation, they should be considered in textbook.

References

Abrams, M.H. (2001). *A glossary of literary terms*. New Delhi: Harcourt India private Limited.

Adhikari, P.P. (2008). *Techniques used in teaching poetry*. An unpublished M.Ed. thesis. Kathmandu: TU

- Awasthi, J. R., et. al. (2010). *New paradigm*. Kathmandu: Nepal.
- Bhetuwal, K.P. (2006). *A study on lexical cohesion in the poems of teaching English literature in B.Ed. 3rd year*. An unpublished M.Ed. thesis. Kathmandu: TU
- Brumfit, C.J. and Carter, R.A. (1986). *Literature and language teaching*. London: Oxford University Press.
- Collie, J. and Slater, S. (1987). *Literature in the language classroom*. New York CUP.
- Ferguson, M., et. al. (1996). *The Norton Anthology of Poetry*. New York: New York University Press.
- Gyawali, K.M. (2004). *A study of teaching poetry in secondary level*. An unpublished M.Ed. thesis. Kathmandu: TU.
- Kumar, R. (2006). *Research methodology*. Australia: Pearson Education
- Lazar, G. (1993). *Literature and language*. Britain: Cambridge University Press.
- Lazar, G. (Reprint 2009). *Literature and language teaching*. Britain: Cambridge University Press.
- Lima, C. (2010). *Selecting literary text for language learning*. Journal of NELTA, volume 15.
- Scholes, R. et. al. (eds) (1998). *Element of literature*. Oxford: OUP
- Sharma, Y. R. (2008). *Attitudes of teachers and students towards teaching literature in the faculty of education*. An unpublished M.Ed. thesis, Tribhuvan University Kathmandu, Nepal.

Shubhechuchhu and Yong Yang (2009). *Research methodology*. Kathmandu:
New Hira Book Enterprises.

Timilsina, H.P. (2007). *A study on teaching poetry in higher secondary level*.
An unpublished M.Ed. thesis. Kathmandu: TU

Appendix - I

Class Observation Form

Title of Poem:

Name of Teacher:

Name of Author:

Name of school:

S.N.	Criteria of evaluation	Yes	No	Remark
1	Discussion of pictures/ photos			
2	Cultural or historical information			
3	Personal reactions to theme of poem			
4	Discussion/ reading about the author			
5	Dealing unusual language in the poem a) checking the word in the dictionary b) correcting unusual sentences c) sentence completion d) ordering the sentences in the correct sequence e) fill in the gaps			
6	Noting down figurative meanings a) Metaphor b) Simile c) Personification d) Others devices			
7	Close analysis of words, phrases, grammatical construction.			
8	Discussion Of Rhythmic Features a) Rhythm b) Rhyme c) Meter			

	d) Other devices			
9	Discussion of different critical comments			
10	Giving personal reaction			
11	Writing critical review			
12	Discussion/debate on theme/subject of poem a) Pair discussion b) Group discussion			
13	Role play /simulation a) students participation b) Teacher facilitation			

